

# COMMUNICATIVE LANGUAGE TEACHING

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# BACKGROUND

The Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts.

A group of experts saw the need to focus in communicative proficiency rather than mastery of structures



# GOALS

To become  
communicatively  
competent

To use the language  
appropriate for a given  
social context.

To manage the process of  
relating meaning with  
interlocutors..



# OBJECTIVES

- The main objective of CLT is to increase the communication ability of the learners in order to enable them to cope with their communicative needs in the target situation.
- Language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques
- Students should share information which others don't know.

# THEORY OF LEARNING

**The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence."**

According to the the communicative approach, in order for learning to take place, emphasis must be put on the importance of these variables:

- **Communication:** activities that involve real communication promote learning.
- **Tasks:** activities in which language is used to carry out meaningful tasks supports the learning process.
- **Meaning:** language that is meaningful and authentic to the learner boosts learning

# THEORY OF LANGUAGE

Theory of language : language is for communication and linguistic competence and the knowledge of forms and their meanings are part of the communicative competence. Another aspect of this knowledge is to learn the use of the language



# PRINCIPLES



1. Whenever possible authentic language should be introduced
2. The target language is a vehicle for classroom communication
3. Student's should work with language at the discourse or supra-sentential level
4. Students should be given an opportunity to express their ideas and opinions.

# PRINCIPLES



- 5. Communicative interaction encourages cooperative relationships
- 6. The social context of the communicative event is essential in giving meaning to the utterances.
- 7. The teacher acts as an advisor during communicative activities.
- 8. Teacher helps learners in any way that motivates them to work with the language.



# EVALUATION



A teacher evaluates not only the students' accuracy, but also their fluency. He can informally evaluate his students' performance in his role as an adviser or co-communicator.

# MATERIALS

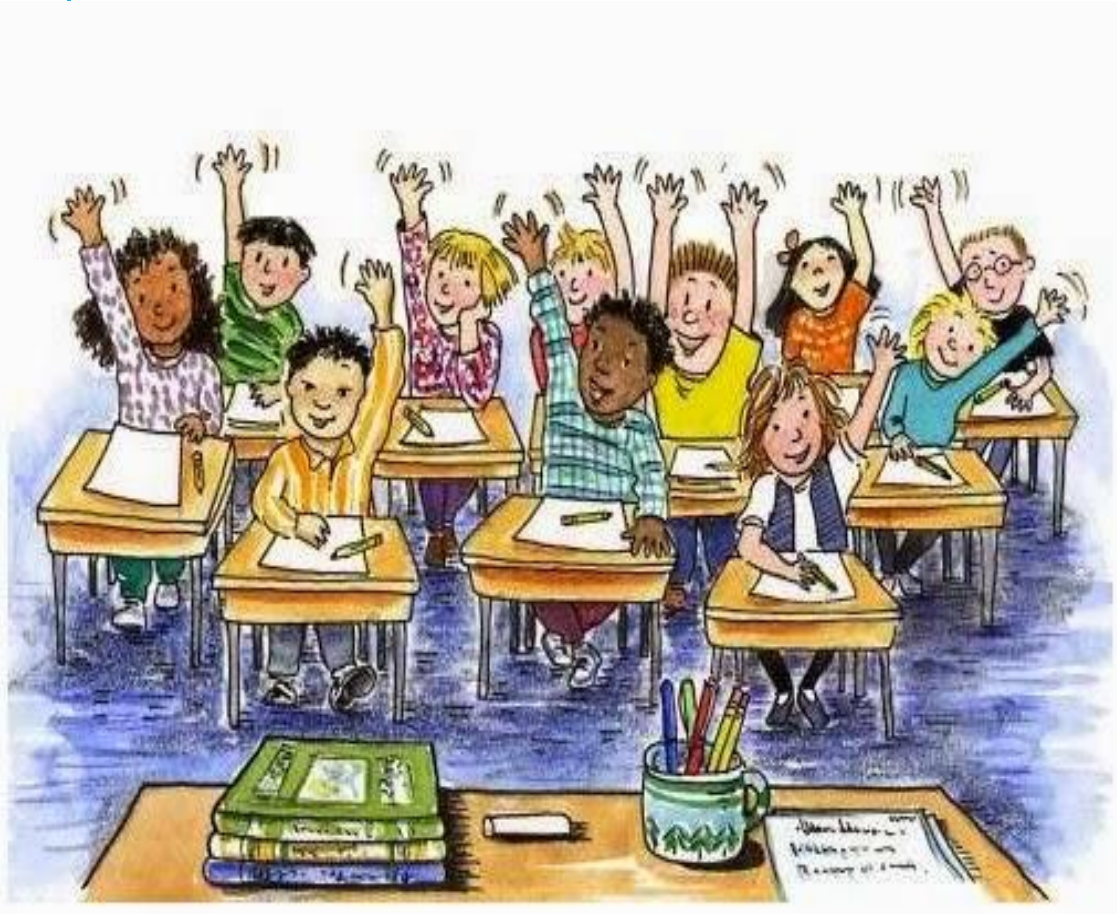


Language materials authentic to native speakers of the target language. (news paper, radio and television broadcast, menus, weather forecast, timetables).



For beginner students it is possible to use realia with out a lot of language.

# TECHNIQUES



Communicative language teaching uses almost any activity that engages learners in authentic communication. functional communication activities in which communication is involved, and social interaction activities, such as conversation and discussion sessions, dialogues and role plays.

# TEACHER'S ROLE

- The teacher facilitates communication in the classroom.(Facilitator)
- During the activities he acts as an adviser, answering students' questions and monitoring their performance.
- Independent Participant.
- Need analyst.
- Counselor.
- Group process manager.





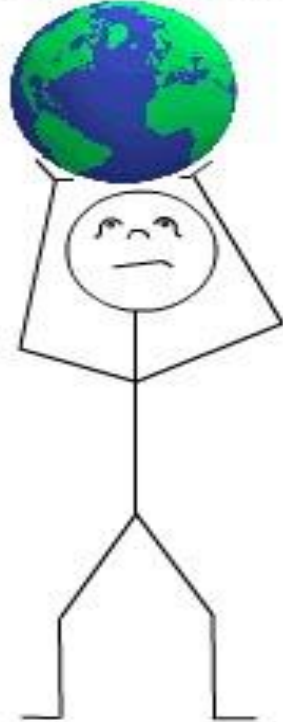
# STUDENT'S ROLE



- Negotiator.
- Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

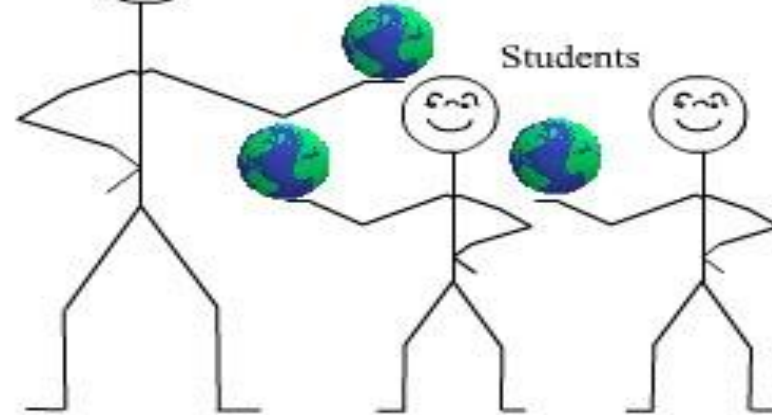
# TEACHER- STUDENTS INTERACTION

teacher is the expert



In traditional methods of language teaching, the teacher is the expert and carries the responsibility for students' learning.

facilitator



In CLT, the teacher becomes a facilitator of learning. Students assume responsibility for their own learning

# USE OF THE MOTHER TONGUE



Can be used.

However, whenever possible the target language should be used.

# ERROR CORRECTION IN CLT

CLT leads an effective transfer in error correction in the methods of language teaching. It is believed that all mistakes need not to be corrected because these are seen as natural outcomes of the development of communication skill. Second language learning is similar to first language acquisition. "Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal"(Brown: 2000).



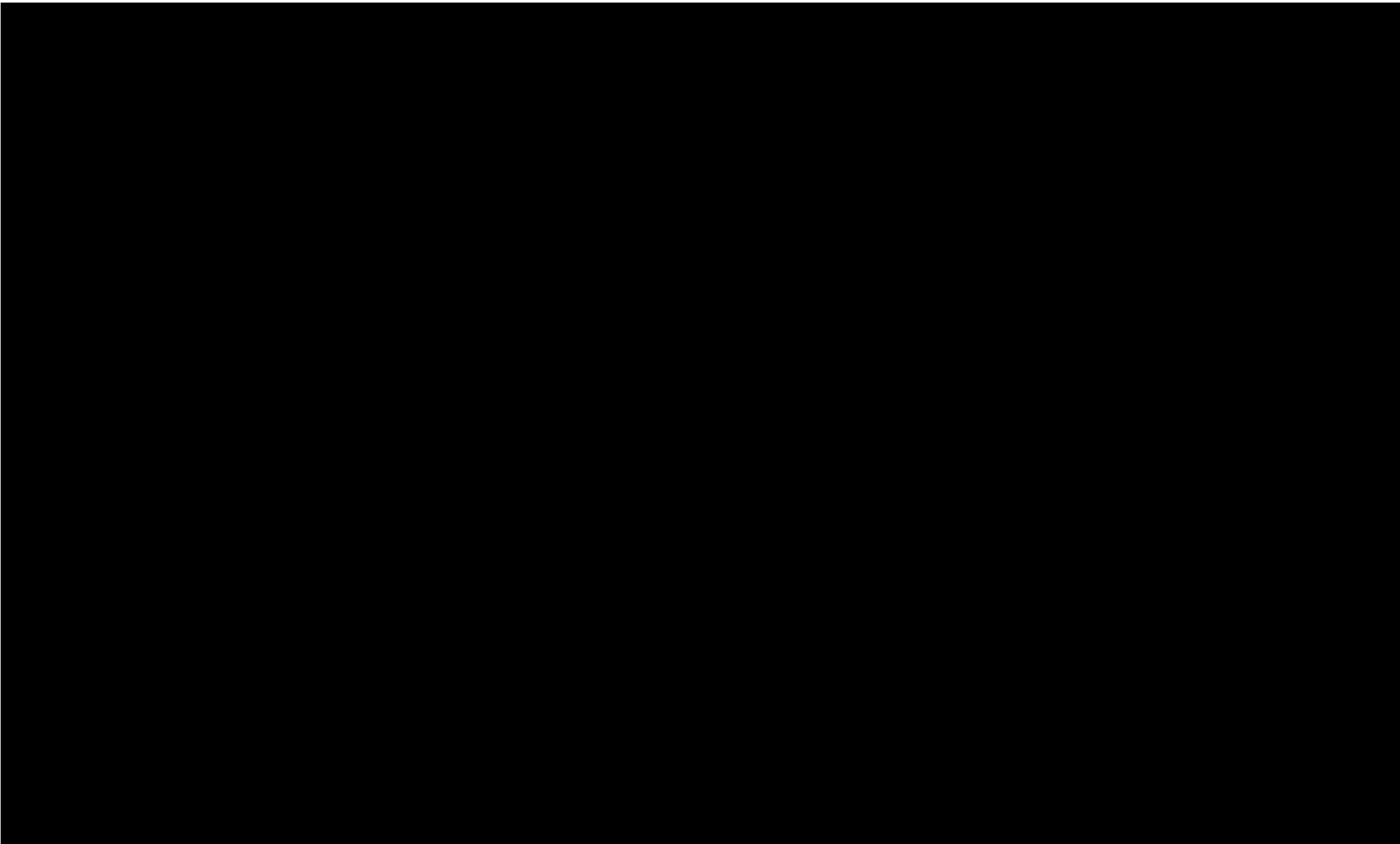


# ADVANTAGES

- Communicative approach is much more pupil-orientated, because it is based on pupils' needs and interests.
- Communicative approach seeks to personalise and localise language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.
- Seeks to use authentic resources. And that is more interesting and motivating for children.
- Children acquire grammar rules as a necessity to speak so is more proficient and efficient.

# DISADVANTAGES

- It pays insufficient attention to the context in which teaching and learning take place
- The Communicative Approach often seems to be interpreted as: “if the teacher understands the student we have good communication” but native speakers of the target language can have great difficulty understanding students.
- Another disadvantage is that the CLT approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.



# REFERENCES

- Techniques and Principles in Language Teaching - Diane Larsen Freeman(2<sup>nd</sup> edition)
- Approaches and Methods in Foreign Language Classroom: From Theories to skills – Azamat Akbarov

**Thanks for  
your attention.**